GRIFFITH UNIVERSITY
ACADEMIC COMMITTEE

A meeting of the Academic Committee of the Griffth University Council was held at 1.30pm on Thursday 18 November with a video-conference between Room -1.18 (Level -1) Glyn Davis Building (N72), Nathan campus and Room 1.04, The Chancellery (G34), Gold Coast campus.

Lea-Anne Stafford
Secretary

MINUTES

PRESENT:
Chair – Professor Sue Spence
Dr Sarah Baker
Associate Professor Helen Blanchard
Associate Professor Penny Bundy
Professor Gillian Bushell
Professor Nick Buys
Ms Kendall Chick
Dr Maureen Harrington
Dr Robyn Hollander
Ms Ulrike Kachel
Professor Kerri-Lee Krause
Ms Linda O’Brien
Associate Professor Tony Perkins
Mr Chris Madden
Professor Bill MacNeil
Professor Huib Schippers
Professor Parlo Singh
Associate Professor Anna Stewart
Dr Joan Vaccaro
Associate Professor Pat Wise
Professor Claire Wyatt-Smith
Professor Bofu Yu

Secretary – Ms Lea-Anne Stafford

APOLOGIES:
Professor Ian O’Connor
Professor Sue Berners-Price
Associate Professor Michael Blumenstein
Professor Pat Buckridge
Dr Mark Chappell
Professor Paul Cleveland
Professor Allan Cripps
Ms Nadia Currie
Professor Graham Cuskelley
Dr Patti Cybinski
Mr Christopher Eigeland
Ms Kathy Grgic
Professor Lyn Griffiths
Professor Debra Henly
Dr Carmel Herington
Mr Brendan Johnstone
Associate Professor Wendy Loughlin
Professor Paul Mazerolle
Mr Colin McAndrew
Professor Marilyn McMeniman
Professor Ned Pankhurst
Ms Rebecca Parry
Professor Michael Powell
Associate Professor Ray Tedman
Professor Kristine Toohey
Professor Clyde Wild
Professor Marie Wilson

1.0 COMMITTEE QUORUM

1.1 At the scheduled meeting time, a quorum of the committee was not present. In accordance with Section 7 of the Committee Meeting Procedures (03/0638), the Vice Chancellor determined that all matters before the committee required immediate decision.

2.0 CONFIRMATION OF MINUTES

2.1 The minutes of the 5/2010 meeting of the Academic Committee were taken as read and confirmed.

SECTION A: RECOMMENDATIONS AND REPORTS TO COUNCIL

3.0 GRIFFITH ACADEMIC PLAN 2011-2013: IMPLEMENTING OUR VISION

3.1 The Griffith Academic Plan is the implementation plan for the ‘Learning’ and ‘Student’ sections of the University’s Strategic Plan.

3.2 The Deputy Vice Chancellor (Academic) introduced the draft Academic Plan 2011-2013: Implementing our Vision (2010/0011569) before the Committee, that
had been circulated to the University’s academic community and to a range of governance bodies for comment during 2010. The Academic Plan was last revised in September 2007.

3.3 The Committee noted that development of the University's fourth Academic Plan has been informed by suggestions received from the Senior Management Development Program in February, as well as advice from Learning and Teaching Committee (in 2009 and 2010) and the senior executive of the University. The new Academic Plan 2011-2013 recognises that we have the right strategies in place and, while enhancing some aspects of these, it puts a focus on implementing our vision to enhance the student experience, rather than changing our direction.

3.4 In discussing the document, the following drafting amendments to the Academic Plan 2011 – 2013 were proposed:

a) Under Goal 1 To be a University of Sufficient Scale to Offer a Comprehensive Range of Relevant Programs: add 1.9, “Develop marketing strategies that emphasise the strengths of Griffith’s programs, recognise campus differentiation, and market segmentation”

b) Under Goal 2 Attracting Excellent Students from Diverse Backgrounds: delete strategy 2.9, “Develop marketing strategies that emphasise the strengths of Griffith’s programs, recognise campus differentiation, and market segmentation”

c) Under Goal 3 An Excellent Student Experience (new text in bold):

- modify point 2 under strategy 3.2 to read: “Increased opportunities for positive interactions with staff and other students”
- Change point 5 of strategy 3.5 to read: “teaching feedback and evaluations”
- modify strategy 3.6 to read: “Further develop distinctive, flexible, innovative learning environments which accommodate diverse student needs, such as the following where appropriate”
- add strategy 3.12, “Increase opportunities for student participation in University and school governance (e.g. committees, consultation processes) to provide a student voice and optimise University citizenship”. This was previously listed as strategy 4.6 (now deleted) under Goal 4 Providing a Distinctive Griffith Experience.

d) Under Goal 5 Producing Successful Graduates (new text in bold, deleted text with strikethrough):

- to set a more achievable strategy, modify strategy 5.1 to read, “Increase embedding of careers and employment content in all undergraduate programs, and specifically the inclusion of a career development module in the first year of all undergraduate programs at least one major program in each Group”
- delete strategy 5.4 about linkages between programs and employer groups as it is already covered by strategy 5.5.

e) Under Goal 6 Building Staff Capacity to Improve the Quality of the Student Experience, modify strategy 6.1 to read, “Increase academic staff participation in professional development for academic and general staff relating to learning, teaching and the student experience.”

Resolution

3.5 The Academic Committee resolved to recommend to the University Council, the adoption of Academic Plan 2011-2013: Implementing our Vision, subject to the
amendments described in paragraph 3.4 above, and as set down in revised document 2010/0011590.
4.0 AUSTRALIAN UNIVERSITIES QUALITY AGENCY (AUQA) CYCLE 2 AUDIT IMPLEMENTATION PLAN – 24 MONTH REPORT

4.1 In 2008, the Australian Universities Quality Agency (AUQA) conducted a Cycle 2 audit of Griffith University. The AUQA panel focussed particularly on two themes: Supporting Student Success and International Activities in the Cycle 2 report. It also commented on progress since the Cycle 1 Report completed in 2003.


4.3 The implementation of the University's response to the AUQA audit is led by the Deputy Vice Chancellor (Academic), and progress is overseen by Academic Committee and Council. Academic Committee members recalled that the University’s 12-month report was circulated via the Griffith Collaborations (Quickplace website).

4.4 Academic Committee members noted the 24-month progress report (2010/0011577), which highlights progress since the 12-month report (October 2009) and noted that regular reports will be provided on an annual basis to Academic Committee. Annual reporting will assist Academic Committee to keep oversight of the changes occurring as a result of the University's ongoing commitment to enhancing its quality systems and implementing strategies to improve performance in key areas.

Resolution:

4.5 The Academic Committee resolved to recommend to the University Council the AUQA Cycle 2 Audit, 24 Month Progress Report (2010/0011577) for noting.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

5.0 HIGHER DEGREE RESEARCH SUPERVISOR ACCREDITATION POLICY

5.1 The Griffith University Higher Degree Research Supervisor Accreditation Policy was approved by Academic Committee in May 2008. The original intent of the policy was to establish a process of accreditation to ensure academic staff have the requisite knowledge and skills to supervise research higher degree students to successful and timely completion of their studies. The Chair, Board of Graduate Research introduced this item by informing member of the impetus for revisions to the policy that arose as a result of recommendations from the review of the Griffith Graduate Research School (GGRS).

5.2 The Board of Graduate Research reviewed and discussed revisions to this policy at three meetings in 2010 (3/2010, 5/2010 and 6/2010). Policy revisions aim to streamline the pathways to higher degree by research (HDR) supervisor accreditation and the transition process by which HDR supervisors achieve accreditation. The policy defines an “accredited supervisor” and describes the support provided to supervisors via professional development workshops and mentoring opportunities to facilitate their pathway to accreditation. Members noted the Supervision Accreditation Pathways document provided with the agenda.

5.3 A summary of the policy changes based on feedback from the Board of Graduate Research includes:
• revision of the purpose of the policy to establish a process of accreditation and ongoing professional engagement;
• removal of sections 5 and 6 regarding management of supervisors experiencing difficulties and reports on quality of supervision outcomes;
• a clear definition for “continuing professional engagement”;
• a clear definition for “accreditation pathways”;
• making explicit the supervisory roles and mentoring models within supervision teams – Additional workshops are planned as part of the Griffith Institute for Higher Education (GIHE)/Griffith Graduate Research School (GGRS) Higher Degree Research (HDR) Supervision Workshop Series (attachment 10.0b refers);
• revision of Transitional Accreditation status to allow appointment as a supervisor prior to completing the GIHE/GGRS HDR Supervision Workshop Series;
• removal of accreditation status given to external supervisors;
• combination of the sections about accreditation of existing and new supervisors.

5.4 Academic Committee members noted that the GGRS will consult with HDR convenors about the policy’s implementation and that an implementation plan will be developed and approved via the Board of Graduate Research.

5.5 In discussing the policy amendments, Committee members debated the timeframe by which supervisors are required to complete the workshop modules. It was suggested that section 3.2 Transitional be amended to enable greater flexibility around the length of time supervisors have to complete the three mandatory modules from the GIHE/GGRS program in Higher Degree Research Supervision.

Resolution:

5.6 The Academic Committee, on the recommendation of the 6/2010 Board of Graduate Research (22 September), resolved to approve the adoption of the revised Griffith University Higher Degree Research Supervisor Accreditation Policy, subject to the amendment described in paragraph 5.5 above, and as set down in revised document 2010/0011591.

6.0 ADMISSIONS POLICY – UNIVERSITY OF CAMBRIDGE ENGLISH LANGUAGE PROFICIENCY EXAMINATIONS

6.1 Academic Committee, on the recommendation of the 4/2010 Internationalisation Advisory Committee (IAC 30 August), and the endorsement of the 6/2010 Board of Graduate Research (BGR 22 September), considered proposed revisions to the following policies:

a) Admission Policy for Undergraduate Programs (2010/0011573)
b) Admission Policy for Coursework Postgraduate Programs (2010/0011574)
c) Higher Degree Research Policy (2010/0011575)
d) Professional Doctorate Policy (2010/0011576)

6.2 IAC considered a recommendation to adopt the University of Cambridge English Language Proficiency examinations for admission to Griffith programs. In particular, it was proposed that Griffith adopt the below examinations and minimum grades for entry:

- The Cambridge Certificate in Advanced English (CAE) with a minimum grade of C is accepted in all admissions policies as an English language proficiency test comparable to an IELTS 6.5 or below.
- The Cambridge Certificate of Proficiency in English (CPE) with a minimum grade of C is accepted in all admissions policies as an English language proficiency test comparable to an IELTS 7.5 or below.
6.3 The Chair of IAC introduced this item, informing members that in considering the adoption of the above CAE/CPE standards, the IAC reviewed background information on the University of Cambridge ESOL Examinations – CPE and CAE tests, the Common European Framework and CAE/CPE concordance, and CAE/CPE recognition/use across Australian Universities.

6.4 Academic Committee members endorsed the recommendation from IAC to adopt the proposed CAE examinations and minimum grades for entry to Griffith programs with the following two exceptions:

   a) recognition that professionally accredited programs are subject to the English language requirements of the accrediting body. These programs may require an exemption from recognising the Cambridge tests for admission purposes;

   b) that the University’s admissions policies state that some programs will not recognise these tests. In these instances the program catalogue entry for individual programs will state the accepted English language testing arrangements.

6.5 The Pro Vice Chancellor (International) indicated his support for the adoption of the proposed CAE/CPE examinations and spoke of the increasing use of these tests in a range of European countries. He also informed members that the adoption of the tests would raise English language entry standards for the University.

Resolution

6.6 The Academic Committee, on the recommendation of the 4/2010 Internationalisation Advisory Committee (30 August), and with the endorsement of the 6/2010 Board of Graduate Research (22 September) resolved to approve the adoption of the CAE/CPE examinations and minimum grades listed in paragraph 6.2 above for entry to Griffith programs with two exceptions:

   a) recognition that professionally accredited programs are subject to the English language requirements of the accrediting body. These programs may require an exemption from recognising the Cambridge tests for admission purposes; and

   b) that the University’s admissions policies state that some programs have specific English language entry requirements that will not recognise these tests as an alternative or equivalent to the specified criteria.

The Academic Committee resolved to approve these changes across the following policies:

   a) Admissions Policy for Undergraduate Programs as described in revised document 2010/0011592 (item 7.0 below refers);

   b) Admission Policy for Coursework Postgraduate Programs as described in revised 2010/0011593 (item 7.0 below refers);

   c) Higher Degree Research Policy as described in 2010/0011575;

   d) Professional Doctorate Policy as described in 2010/0011576.

7.0 ADMISSIONS POLICY – ENGLISH LANGUAGE REQUIREMENTS

7.1 Academic Committee, on the recommendation of the 4/2010 Internationalisation Advisory Committee (IAC 30 August), and the endorsement of the 6/2010 Board of Graduate Research (BGR 22 September), considered proposed revisions to the University’s English language requirements within the following policies:

   a) Admission Policy for Undergraduate Programs (2010/0011573)

   b) Admission Policy for Coursework Postgraduate Programs (2010/0011574)

   c) Higher Degree Research Policy (2010/0011575)

   d) Professional Doctorate Policy (2010/0011576)
7.2 The University currently accepts the formal English language proficiency tests of the International English Language Testing System (IELTS), the Test of English as a Foreign Language (TOEFL) and the International Second Language Proficiency Rating (ISLPR) to assess whether or not an applicant meets English language entry standards. The scores are set to provide a high level of equivalence. Members noted the current scores and equivalencies across English language proficiency tests used by the University for English language entry purposes, as outlined in the table below:

Current Scores applied by the University for English Language entry

<table>
<thead>
<tr>
<th>IELTS</th>
<th>Paper-based TOEFL</th>
<th>Computer-based TOEFL</th>
<th>Internet-based TOEFL</th>
<th>ISLPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 (5.5 sub-scores)</td>
<td>550</td>
<td>213</td>
<td>79 (all scores min 19)</td>
<td>3</td>
</tr>
<tr>
<td>6.5 (6 sub-scores)</td>
<td>575</td>
<td>237</td>
<td>92 (all scores min 22)</td>
<td>3+</td>
</tr>
<tr>
<td>7 (6.5 sub-scores)</td>
<td>580</td>
<td>237</td>
<td>92 (all scores min 22)</td>
<td>3+</td>
</tr>
</tbody>
</table>

7.3 The Chair of IAC described the following IAC recommendations to change the English language entry requirements in order to improve concordance and limit the recognition of ISLPR testers to quality assure the validity of test results:

- the Computer-based TOEFL test no longer be accepted for admission;
- the Internet-based TOEFL score for programs which require an IELTS 6.5 or a Paper-based TOEFL 575 is altered to a score of 88 with no score less than 21;
- the minimum approved sub-scores for the paper-based TOEFL be published in the Universities admission policies;
- the ISLPR tests conducted by the Griffith English Language Institute and ISLPR Language Services be the only ISLPR tests accepted for admission.
- the ISLPR test score for programs which require an IELTS 7 be increased to an ISLPR score of 4 in each skill level.

Revised English Language Entry Requirements

<table>
<thead>
<tr>
<th>IELTS</th>
<th>Paper-based TOEFL</th>
<th>Internet-based TOEFL</th>
<th>ISLPR</th>
<th>CAE</th>
<th>CPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 (5.5 sub-scores)</td>
<td>550</td>
<td>79 (all scores min 19)</td>
<td>3</td>
<td>Grade of C</td>
<td>Grade of C</td>
</tr>
<tr>
<td>6.5 (6 sub-scores)</td>
<td>575</td>
<td>88 (all scores min 21)</td>
<td>3+</td>
<td>Grade of C</td>
<td>Grade of C</td>
</tr>
<tr>
<td>7 (6.5 sub-scores)</td>
<td>580</td>
<td>92 (all scores min 22)</td>
<td>4</td>
<td>-</td>
<td>Grade of C</td>
</tr>
</tbody>
</table>

7.4 In discussing the revised requirements, it was noted that for Higher Degrees by Research and Professional Doctorates, the minimum Paper-based TOEFL score to be met by applicants is 580 with a score of no less than 5.0 on the Test of Written English (TWE).

7.5 Academic Committee members endorsed the following rationale from IAC’s for proposing to limit the recognition of ISLPR tests to two providers:

- a number of providers are accredited to deliver the ISLPR however there are no ongoing quality assurance requirements. It is therefore proposed to limit the number of accredited providers to those whom Griffith is confident that quality assurance mechanisms are in place.
- it was noted that the ISLPR test is becoming increasingly more generalised, especially in comparison to the Common European Framework.
- ISLPR is recognised by a limited number of institutions for the purpose of admission. This test is only used by a small number of students.
- IAC was advised that the Queensland College of Teachers recognise only two providers of the ISLPR as meeting their accreditation requirements.
• concerns have been raised about the potential for appeal from students who have completed an official ISLPR test from a provider that was not recognised by Griffith.

It was agreed that IAC should further investigate whether it would be preferable to delete the use of ISLPR tests from the list of tests considered for English language entry criteria and report back to a future Academic Committee meeting.

7.6 In reviewing the recommendations from IAC and the BGR, Academic Committee members accepted the recommendations that:
   a) Computer-based TOEFL tests no longer be accepted for admission
   b) the Internet-based TOEFL score for programs which require an IELTS 6.5 or a Paper-based TOEFL 575 be altered to a score of 88 with no score less than 21
   c) The ISLPR tests conducted by the Griffith English Language Institute and ISLPR Language Services are the only ISLPR tests accepted for admission
   d) The equivalent ISLPR test score for programs that require an IELTS 7 be increased to an ISLPR score of 4 in each skill level

7.7 On the advice from the Pro Vice Chancellor (International), Academic Committee members determined that the minimum approved sub-scores for the paper-based TOEFL ought not to be published in the Universities admission policies.

Resolution

7.8 The Academic Committee, on the recommendation of the 4/2010 Internationalisation Advisory Committee (30 August), and with the endorsement of the 6/2010 Board of Graduate Research (22 September), resolved to approve the adoption of revised English language entry standards as described in the following policies:
   a) Admissions Policy for Undergraduate Programs as described in revised document 2010/0011592;
   b) Admission Policy for Coursework Postgraduate Programs as described in revised document 2010/0011593;
   c) Higher Degree Research Policy as described in 2010/0011575;
   d) Professional Doctorate Policy as described in 2010/0011576.

7.9 The Academic Committee, resolved to ask the Internationalisation Advisory Committee and Griffith International to investigate the future use of the ISLPR testing scale for the purpose of English language entry requirements, and to report back to a future meeting.

8.0 REVISED WORK-INTEGRATED LEARNING DEFINITION

8.1 The Definition of Work-integrated Learning was first set down in 2006 to specify the way in which Griffith gives expression to its strategic work-integrated learning target. Academic Committee, at its last meeting considered revisions to the Definition of Work-integrated Learning as recommended by Learning and Teaching Committee.

8.2 While support for the maintenance of WIL experiences at Griffith was seen as important to members, discussion of the item at the May (3/2010) meeting prompted Academic Committee members to raise some matters of a strategic nature with the Deputy Vice Chancellor (Academic) for consideration.

8.3 In light of Academic Committee debate at the May and September 2010 meetings, a revised and renamed document entitled, Work-Integrated Learning at Griffith (2010/0011570) was prepared in consultation with the Academic Committee Chair.
the Academic Registrar, and representatives from the Griffith Institute for Higher Education, the Griffith Work-integrated Learning Working Party and Academic Groups.

8.4 The Chair, Academic Committee introduced the document describing the revisions that take into account, for example, the notion that not all WIL experiences will have all of the identified characteristics under section 3.0 of the policy – Griffith University WIL Characteristics.

8.5 One amendment was proposed to the policy: namely, removing the following dot point, which members commented had already been captured within Section 3.0.

\[\text{where practicable, at least some of the learning experiences take place in a professional/work setting, to enable the student to engage in authentic instances of the work or practice; and}\]

8.6 It was noted that recent regulation changes around student visas have placed greater importance on WIL experiences for students seeking permanent residency in Australia.

Resolution

8.7 Academic Committee resolved to approve the adoption of the document, Work-integrated Learning at Griffith, subject to the amendment described in paragraph 8.5 above, and as set down in revised document 2010/0011594.
9.0 COMPLIANCE WITH ESOS NATIONAL CODE OF PRACTICE STANDARD 10: MONITORING COURSE PROGRESS PORT

9.1 At the 5/2010 meeting of Learning and Teaching Committee (LTC) members considered documentation re-examining the way in which the University supports its students at risk. Specifically, the Committee considered whether a mandatory Amber Risk Assessment (ARA) strategy was the best approach to ensure compliance with ESOS National Code of Practice Standard 10: Monitoring Course Progress.

9.2 It was noted that the Red Risk Assessment (RRA) process conducted at the end of each study period had been identified as sufficient to meet ESOS National Code of Practice Standard 10.

9.3 Committee members at the 5/2010 LTC meeting strongly supported a move from mandatory ARA processes to an optional one and made the following recommendations:

a) that Section 2.2 of the University's Academic Standing, Progress and Exclusion Policy (Red Risk Assessment) be used as the recommended business process for monitoring course progress and advising intervention strategies for international students in accordance with the ESOS National Code of Practice Standard 10: Monitoring Course Progress.

b) that the mandatory requirement to conduct the Amber Risk Assessment (ARA) introduced across the University in 2009 and 2010 be discontinued. As the policy states, conduct of the ARA remains at the discretion of the relevant Dean.

c) that academic elements consider the benefits of utilising the ARA provisions of the policy as an early means of identifying students at risk, particularly in the first year and thereby applying remedial interventions to facilitate student retention and success.

d) that the University continue to investigate, as a priority, the provision of systemic support (through enterprise systems) that facilitates early identification of at risk students as a means of supporting Griffith’s first year student experience and retention initiatives.

9.4 To enable advice to be circulated to the University community in a timely manner, the Chair, Academic Committee, gave her executive approval to the recommendations of Learning and Teaching Committee (5/2010) and a communication was circulated.

9.5 Members noted the email correspondence entitled, Discontinuation of Amber Risk Assessment for compliance with ESOS National Standard 10: Monitoring Course Progression, which was sent to Program Convenors, Course Convenors and Heads of School from the Chair of Academic Committee to advise of relevant changes to current procedures as recommended by the Learning and Teaching Committee and executively approved by the Chair of Academic Committee. Academic Committee endorsed this executive action.

9.6 At its 6/2010 meeting (15 November), Learning and Teaching Committee also recommended the amendment of Section 2.1 of Academic Standing, Progression and Exclusion Policy to emphasise the shift from ARA as a compliance activity to one of good teaching practice as described in revised policy document 2010/0011564.

9.7 As Learning and Teaching Committee members had some further amendments to the policy provided with the Academic Committee papers, it was agreed to...
postpone any discussion about revisions to the *Academic Standing, Progression and Exclusion Policy* until the next meeting.
Resolution

9.8 The Academic Committee, on the recommendation of the 5/2010 and 6/2010 Learning and Teaching Committee (11 October/15 November) resolved to:

9.8.1 ratify the Chair’s following executive decisions:

a) that Section 2.2 of the University’s Academic Standing, Progress and Exclusion Policy (Red Risk Assessment) be used as the recommended business process for monitoring course progress and advising intervention strategies for international students in accordance with the ESOS National Code of Practice Standard 10: Monitoring Course Progress.

b) that the mandatory requirement to conduct the Amber Risk Assessment (ARA) introduced across the University in 2009 and 2010 be discontinued. As the policy states, conduct of the ARA remains at the discretion of the relevant Dean.

c) that academic elements consider the benefits of utilising the ARA provisions of the policy as an early means of identifying students at risk, particularly in the first year and thereby applying remedial interventions to facilitate student retention and success.

d) that the University continue to investigate, as a priority, the provision of systemic support (through enterprise systems) that facilitates early identification of at risk students as a means of supporting Griffith’s first year student experience and retention initiatives.

9.8.2 Request that Learning and Teaching Committee consider further policy development in consultation with the Chair, Academic Committee, to the Academic Standing, Progression and Exclusion Policy in light of decisions listed in paragraph 9.8.1 above, and for the revised policy to return to a future meeting of Academic Committee for consideration.

10.0 APPOINTMENT OF MEMBERS TO THE UNIVERSITY ANIMAL ETHICS COMMITTEE

Resolution:

10.1 The Academic Committee resolved to approve the appointment of new members to the University’s Animal Ethics Committee as described in the attached document 2010/0011578.

11.0 QCM NEW PROGRAM PROPOSAL (2010/0011569) 5566 MASTER OF MUSIC (RESEARCH)

Resolution:

11.1 The Academic Committee, on the recommendation of the 7/2010 Board of Graduate Research (20 October) resolved to approve the establishment of the Master of Music (5566 MMus) in conjunction with the Australian National Academy of Music (ANAM), as described in 2010/0011569, from Semester 1, 2011.

12.0 GBS NEW PROGRAM PROPOSAL (2010/0010554) 1380 BACHELOR OF BUSINESS / BACHELOR OF DIGITAL MEDIA

Resolution

12.1 Academic Committee, on the recommendation Programs Committee (7/2010, October) resolved to approve:
- the establishment of the Bachelor of Business / Bachelor of Digital Media (BBus/ BDigitalMe) (1380), as detailed in 2010/0010554, for introduction in Semester 1, 2011.
- the program be approved for an accreditation period of five years to 2016 and a five-year program review to be completed and forwarded to Programs Committee before the end of 2016.

13.0 GFS NEW PROGRAM (2010/0007579)
2083 BACHELOR OF GAMES DESIGN WITH HONOURS

Resolution

13.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October), resolved to approve:
- the establishment of the Bachelor of Games Design with Honours (2083), as detailed in 2010/0007579, from Semester 1 2011;
- the program be approved for an accreditation period of five years to 2016 and a five-year program review to be completed and forwarded to Programs Committee before the end of 2016, or at the time when the Bachelor of Games Design has a five-year review.

14.0 LAL NEW PROGRAM PROPOSAL (2010/0011307)
8025 DIPLOMA OF LANGUAGES (NA & GC)

Resolution

14.1 Academic Committee, on the recommendation of the Programs Committee (6/2010, September), resolved to approve:
- the establishment of the Diploma of Languages (DipLang, 8025), as detailed in 2010/0011307, from Semester 1, 2011.
- the program be approved for an accreditation period of five years to 2016 and a five-year program review to be completed and forwarded to Programs Committee before the end of 2016.

15.0 BPS NEW PROGRAM (2010/0011316)
3256 GRADUATE CERTIFICATE IN APPLIED CLINICAL GENETICS
4155 GRADUATE DIPLOMA OF APPLIED CLINICAL GENETICS

Resolution

15.1 Academic Committee, on the recommendation of Programs Committee (7/2010 October), resolved to approve:
- the establishment of the Graduate Certificate in Applied Clinical Genetics (GCertAppClGenetics) (3256) and Graduate Diploma of Applied Clinical Genetics (GDipAppClGenetics) (4155), as detailed in 2010/0011316, from Semester 1 2011;
- the programs be approved for an accreditation period of five years to 2016 and a five-year program review to be completed and forwarded to Programs Committee before the end of 2016.

16.0 ENV NEW PROGRAM PROPOSAL (2010/0011308)
3258 GRADUATE CERTIFICATE IN SCIENCE (SCIENCE EDUCATION)
5554 MASTER OF SCIENCE (SCIENCE EDUCATION)

Resolution

16.1 Academic Committee, on the recommendation of Programs Committee (6/2010, September) resolved to approve:
- the establishment of the Graduate Certificate in Science (Science Education) (GCertSc, 3258) and the Master of Science (Science Education) (MSc, 5554), as detailed in 2010/0011308, from Semester 1, 2011.
- the program be approved for an accreditation period of five years to 2016 and a five-year program review to be completed and forwarded to Programs Committee before the end of 2016.

17.0 EBL/EPS NEW PROGRAM (2010/0007567)
5562, 5563 MASTER OF TEACHING (PROFESSIONAL PRACTICE) – PRIMARY (MG, GC)

Resolution

17.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October) resolved to approve:
- the establishment of the Master of Teaching (Professional Practice) – Primary (5562, 5563), as detailed in 2010/0007567, from Semester 1, 2011;
- the program be approved for an accreditation period of five years to 2016 and a five-year program review to be completed and forwarded to Programs Committee before the end of 2016.

18.0 EBL/EPS NEW PROGRAM (2010/0007568)
5564, 5565 MASTER OF TEACHING (PROFESSIONAL PRACTICE) – SECONDARY (MG, GC)

Resolution

18.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October) resolved to approve:
- the establishment of the Master of Teaching (Professional Practice) – Secondary (5564, 5565), as detailed in 2010/0007568, from Semester 1, 2011;
- the program be approved for an accreditation period of five years to 2016 and a five-year program review to be completed and forwarded to Programs Committee before the end of 2016.

19.0 MAJOR CHANGE (2010/0010559)
1289, 1290 BACHELOR OF BUSINESS (HOTEL, TOURISM, EVENT, REAL ESTATE AND PROPERTY, SPORT)

Resolution

19.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October) resolved to approve proposed changes to the Bachelor of Business (Hotel, Tourism, Event, Real Estate and Property, Sport) (1289, 1290), as detailed in 2010/0010559, for introduction in Semester 1, 2011.

20.0 GBS MAJOR CHANGE SUBMISSION (2010/0010555)
1105, 1107 BACHELOR OF INTERNATIONAL BUSINESS
1288, 1045 BACHELOR OF BUSINESS

Resolution

20.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October) resolved to approve proposed changes to the Bachelor of International Business (1105, 1107) and Bachelor of Business (1288, 1045) and associated additional programs, for implementation in Semester 1, 2011.
21.0 **PBH MAJOR CHANGE SUBMISSION (2010/0011312)**  
1333 BACHELOR OF PUBLIC HEALTH  

**Resolution**  
21.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October), resolved to approve proposed changes to the Bachelor of Public Health (1333), as detailed in 2010/0011312, for implementation in Semester 1, 2011.

22.0 **NRS MAJOR CHANGE SUBMISSION (2010/0011310)**  
1161, 1162, 1165 BACHELOR OF NURSING  

**Resolution**  
22.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October), resolved to approve proposed changes to the Bachelor of Nursing (1161, 1162, 1165), as detailed in 2010/0011310, for implementation in Semester 1, 2011.

23.0 **ICT MAJOR CHANGE SUBMISSION (2010/0010065)**  
1110, 1046 BACHELOR OF MULTIMEDIA  

**Resolution**  
23.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October), resolved to approve proposed changes to the Bachelor of Multimedia (1110, 1046), as detailed in 2010/0010065, for implementation in Semester 1, 2011.

24.0 **QCA MAJOR CHANGE SUBMISSION (2010/0007564)**  
3231 GRADUATE CERTIFICATE IN DESIGN FUTURES  
5284 MASTER OF DESIGN FUTURES  

**Resolution**  
24.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October), resolved to approve proposed changes to the Graduate Certificate in Design Futures (3231) and Master of Design Futures (5284), as detailed in 2010/0007564, for implementation in Semester 1, 2011.

25.0 **BPS MAJOR CHANGE SUBMISSION (2010/0011315)**  
5521 MASTER OF SCIENCE WITH HONOURS IN GENETIC COUNSELLING  

**Resolution**  
25.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October), resolved to approve proposed changes to the Master of Science with Honours in Genetic Counselling (5521), as detailed in 2010/0011315, for implementation in Semester 1, 2011.

26.0 **GBS MAJOR CHANGE SUBMISSION (2010/0010556)**  
5439, 5440 MASTER OF COMMERCE  
5441, 5506 MASTER OF COMMERCE (ADVANCED)  
5159, 5158 MASTER OF BUSINESS ADMINISTRATION  
5163, 5162 MASTER OF BUSINESS ADMINISTRATION (ADVANCED)  
5457, 5458 INTERNATIONAL MASTER OF BUSINESS ADMINISTRATION  
5348 INTERNATIONAL MASTER OF BUSINESS ADMINISTRATION (ADVANCED)  

**Resolution**  
26.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October), resolved to approve proposed changes to the Master of Commerce (5439, 5440), Master of Commerce (Advanced) (5441, 5506), Master of Business Administration (5159, 5158), Master of Business Administration (Advanced) (5163, 5162), International Master of Business Administration (5457, 5458), and
International Master of Business Administration (Advanced) (5348), as detailed in 2010/0010556, for implementation in Semester 1, 2011.
27.0 **PES MAJOR CHANGE SUBMISSION (2010/0011032)**
   5269 MASTER OF MUSCULOSKELETAL AND SPORTS PHYSIOTHERAPY
   5271 MASTER OF MUSCULOSKELETAL AND SPORTS PHYSIOTHERAPY WITH HONOURS

**Resolution**

27.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October), resolved to approve proposed changes to the Master of Musculoskeletal and Sports Physiotherapy (5269) and Master of Musculoskeletal and Sports Physiotherapy with Honours (5271), as detailed in 2010/0011032, for implementation in Semester 1, 2011.

28.0 **QCA SPECIAL PURPOSE SUBMISSIONS**
   2035 BACHELOR OF ANIMATION WITH HONOURS
   2074 BACHELOR OF FILM & SCREEN MEDIA PRODUCTION WITH HONOURS
   2043 BACHELOR OF DESIGN WITH HONOURS
   2081 BACHELOR OF DIGITAL MEDIA WITH HONOURS
   2037 BACHELOR OF FINE ART WITH HONOURS
   2041 BACHELOR OF PHOTOGRAPHY WITH HONOURS
   2061 BACHELOR OF CONTEMPORARY AUSTRALIAN INDIGENOUS ART WITH HONOURS

**Resolution**

28.1 Academic Committee, on the recommendation of Programs Committee (7/2010, October), resolved to approve proposed changes to the above listed programs, as detailed in the relevant submissions, for implementation in Semester 1, 2011.

29.0 **DOH WITHDRAWAL SUBMISSION (2010/0011033)**
   1262 BACHELOR OF ORAL HEALTH IN ORAL HEALTH THERAPY

**Resolution**

29.1 Academic Committee on the recommendation of Programs Committee (7/2010, October) resolved to approve transition arrangements for enrolled students in the Bachelor of Oral Health in Oral Health Therapy (1262), as detailed in 2010/0011033.

30.0 **PES WITHDRAWAL SUBMISSION (2010/0011046)**
   3233 GRADUATE CERTIFICATE IN SPORTS COACHING
   5508 MASTER OF SPORTS COACHING
   5510 MASTER OF SPORTS COACHING WITH HONOURS

**Resolution**

30.1 Academic Committee on the recommendation of Programs Committee (7/2010, October) resolved to approve transition arrangements for enrolled students in the Graduate Certificate in Sports Coaching (3233), Master of Sports Coaching (5508) and Master of Sports Coaching with Honours (5510), as detailed in 2010/0011033.

**SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES**

Nil.

**SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION**
31.0 MISSION-BASED COMPACTS FOR UNIVERSITIES

31.1 Mission-based Compacts are a joint initiative of the Department of Education, Employment and Workplace Relations (DEEWR) and the Department of Innovation, Industry, Science and Research (DIISR). Mission-based Compacts will be three-year agreements that show how each university’s mission contributes to the Government’s goals for higher education, and include details of major higher education and research funding and Performance Funding targets.

31.2 Higher Education Performance Funding is a key component of the teaching and learning section of Compacts. Performance Funding will provide incentives to universities to improve outcomes for students and achieve national objectives.

31.3 Performance Funding will enable universities to enhance the quality of teaching and learning and student outcomes. Universities will be allocated Performance Funding on the basis of meeting university targets agreed as part of Compacts and set against a framework of performance indicators.

31.4 The draft Compact template and draft Performance Funding Guidelines are currently available for consultation at: http://www.deewr.gov.au/HigherEducation/Policy/Pages/Compacts.aspx with feedback due by 26 November 2010.

31.5 The Chair informed Committee members of the anticipated timeframe in 2011 for Griffith’s compacts discussion with DEEWR. Discussion centred on the proposed and likely indicators and measures on which performance-based funding will be assessed. Members voiced their concern over the possible removal of the ‘retention’ indicator, particularly in view of expected increases of student equity groups over the next few years. It was noted that the Government was predominantly interested in the domestic student cohort.

32.0 PROGRESS ON MY UNIVERSITY WEBSITE

32.1 The My University website is an Australian Government initiative. It aims to showcase Australian Universities and facilitate student decision making about where they will study by providing robust information about the offerings, experience and quality of education provided at each institution rather than on hearsay, inference from entry requirements or prestige.

32.2 The University has received advice from the Department of Education, Employment and Workplace Relations (DEEWR) that the My University website will be launched at some point between August 2011 and January 2012 to coincide with the removal on caps for funding of Commonwealth-supported places.

32.3 The potential measures used to compile the My University website have been identified as a combination of currently collected data on student to staff ratios, student satisfaction survey results, measures of graduate skills and outcomes, fee information, access to student services and quality of learning and teaching outcomes. DEEWR representatives will discuss the inclusion of institution profile statements and data on the future site with institutions in the near future.

32.4 The Chair introduced this item by talking about the proposed staggering of the website launch date to enable the first iteration to reference Universities and the second to incorporate information from other non-University tertiary providers.

33.0 PRELIMINARY DEMAND FOR GRIFFITH PROGRAMS – SEMESTER 1, 2011 REPORT

33.1 The report provided with the agenda (2010/0011572) provided preliminary figures regarding student demand for Griffith programs in Semester 1, 2011. In particular, members noted its analysis of overall domestic student demand as at November
2010 against the same time in 2009. The analysis includes initial QTAC results, applicant profiles, new program results, by Academic Group, Campus, Indigenous demand, postgraduate coursework applications and scholarship applications.

33.2 The Chair and Committee noted with pleasure the improvement in overall and total first preferences. The Chair fielded questions from members about the preliminary report. Specifically, the following issues were raised:

a) The Committee commended the Gumurrii Centre staff for continuing to attract and support a high number of Indigenous students at Griffith
b) Members acknowledged the work of many staff across all Groups in contributing to the improved preliminary postgraduate student figures.
c) Queries were raised about future directions for the Logan campus. The view was expressed that it would be advantageous to run Open Day events at the Logan campus and to continue to have a senior manager located at the Logan campus with responsibilities for local community engagement and for developing pathways for the local community to study at Griffith. The Chair informed the Committee that this would be a key discussion item at a future Executive Group meeting before being circulated more widely for consideration.
d) The Committee also discussed market supply and demand across a number of programs, and noted that there will be much discussion about degree cut off points over the next 3 months.

34.0 VICE CHANCELLOR’S FORUM AND QUESTION TIME

34.1 The Vice Chancellor was unable to attend the meeting. Members noted that at future meetings, the Vice Chancellor would attend to speak to update members on issues of importance and take questions, with or without notice.

34.2 Members noted the Vice Chancellor’s report to the October meeting of the University Council.

35.0 CHAIRPERSON’S REPORT

35.1 The Chair reported on the following matters of interest:

a) Celebrating Excellence in Teaching Week – 1-5 November 2010
   The Chair congratulated staff in the Griffith Institute for Higher Education (GIHE) for the successful Celebrating Excellence in Teaching Week 2010. Members noted the increased numbers at the various symposia and gala nights. A report of the week is provided with the minutes.

b) Sir Samuel Griffith Lectureship Scheme
   Members noted progress regarding Griffith’s new scheme for lectures at level A and B, the Sir Samuel Griffith Lectureship Scheme. It was noted that the Scheme provided reduced teaching and staff mentoring opportunities.

   The Chair recently met with a group of Sir Samuel Griffith Lectureship recipients who have established a supportive network amongst themselves and who have been benefiting from both the lectureship and the increased networking opportunities.

36.0 DEPUTY CHAIRPERSON’S REPORT

36.1 The Deputy Chair advised members about proposed Open Universities Australia (OUA) developments and the continuing student demand for OUA courses.

37.0 OTHER BUSINESS
37.1 The Chair foreshadowed a discussion at the December meeting about the Academic Committee Review recommendations. She sought initial feedback from members about the nature and operation of meetings throughout 2011.

38.0 REPORTS OF SUB-COMMITTEES OF THE ACADEMIC COMMITTEE AND OTHER COMMITTEES

38.1 The minutes and/or action sheets of the following Committees were noted:

38.1.1 Board of Graduate Research – 6/2010, 7/2010
38.1.2 Internationalisation Advisory Committee – 4/2010
38.1.3 Learning and Teaching Committee – 4/2010, 5/2010
38.1.4 Programs Committee - 6/2010
38.1.5 Research Committee – 4/2010, 5/2010

39.0 REMAINING 2010 COMMITTEE MEETING DATES

39.1 Members noted that the last meeting for 2010 will be held on Thursday 9 December 2010 from 1.30pm – 3.30pm and video-conference between Gold Coast and Nathan campuses in room -1.18 Business 2 Building, Nathan campus and room 1.04 The Chancellery, Gold Coast campus.

For noting

40.0 2011 COMMITTEE MEETING DATES

40.1 Members noted the 2011 schedule of meetings for Academic Committee. Meetings are held on Thursdays from 1.30pm – 4.00pm (unless otherwise indicated).

Meeting Dates
17 March^  
14 April*  
19 May  
23 June  
28 July^  
18 August  
15 September*  
20 October  
17 November  
8 December*  

Notes:  
^Induction meetings  
*meeting will proceed only if urgent business requires

Minutes confirmed by:

Professor Sue Spence, Chair  
9 December 2010